

<b>YEAR 1</b>	
<b>Science</b>	<b>Humanities and Social Sciences</b>
<p><b>Science understanding</b></p> <p><b>Biological sciences</b></p> <ul style="list-style-type: none"> <li>Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)</li> </ul> <p><b>Science as a human endeavour</b></p> <p><b>Use and influence of science</b></p> <ul style="list-style-type: none"> <li>Describe how people use science in their daily lives, including using patterns to make scientific predictions (AC9S1H01)</li> </ul> <p><b>Science inquiry</b></p> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>Make and record observations, including informal measurements, using digital tools as appropriate (A9S1I02)</li> </ul> <p><b>Processing, modelling and analysing</b></p> <ul style="list-style-type: none"> <li>Sort and order data and information and represent patterns, including with provided tables and visual or physical models (AC9S1I04)</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary (AC9S1I06)</li> </ul>	<p><b>Skills</b></p> <p><b>Questioning and researching</b></p> <ul style="list-style-type: none"> <li>Develop questions about objects, people, places and events in the past and present (AC9HS1S01)</li> <li>Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or model (AC9HS102)</li> </ul> <p><b>Interpreting, analysing and evaluating</b></p> <ul style="list-style-type: none"> <li>Interpret information and data from observations and provided sources, including the comparison of objects from the past and present (AC9HS1S03)</li> </ul> <p><b>Concluding and decision-making</b></p> <ul style="list-style-type: none"> <li>Draw conclusions and make proposals (AC9HS1S05)</li> </ul> <p><b>Knowledge and understanding</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>The natural, managed and constricted features of local places, and their location (AC9HS1K03)</li> <li>How places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04)</li> </ul>

### Cross-Curricular Priorities

#### Aboriginal and Torres Strait Islander Histories and Culture

##### Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways (A\_TSICP1)

##### Culture

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing (A\_TSIC2)

#### Sustainability

##### Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival (SS1)
- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments (SS2)
- Social, economic and political systems influence the sustainability of Earth's systems (SS3)

##### Design

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems (SD1)

##### Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change (SF2)